

Inspection date

Previous inspection date

8 January 2016

24 September 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|--------------|----------|
| | Previous inspection: | Satisfactory | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently strong. All children make good progress from their initial starting points and they are extremely well prepared for the next stage in their learning.
- An effective key-person system supports children's emotional well-being. Staff develop excellent bonds with children and this helps them to feel safe and secure in the setting.
- The leadership and management team is effective in driving improvement forward. They know what the setting's strengths and weaknesses are, and implement improvement plans to raise standards.
- Staff have developed very effective partnership working with parents, who are very happy with the service that the setting provides.
- Staff work together very well in the setting. They also liaise with other settings and work with lead practitioners in the local area. They are fully committed to improving their knowledge, understanding and practice to narrow the achievement gap for all children.
- Staff fully understand children's current learning and development priorities. They share their observations to ensure that they provide children with the best possible opportunities to learn.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to fully develop children's ideas and extend their thinking during their play and learning.
- Children do not have a wide range of opportunities to find out and learn about people and communities in the wider world.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance opportunities for children to fully develop their ideas and extend their thinking during their play and learning
- provide a wider range of activities and experiences that help children to learn about people and communities beyond their immediate experience.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager, deputy manager and provider. She looked at relevant documentation, such as the development plan and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

The provision is led and managed very well by a team who is committed to improving outcomes for children. All staff are keen, motivated and well qualified in their roles. Staff continue to develop their knowledge and understanding of effective early years practice through further study, training and network meetings in the locality. This has had a positive impact on how staff monitor children's progress and identify gaps in learning. Staff have regular opportunities for discussion during their review checks with the manager, which take place once per term. These meetings include discussions about continued professional development and staff knowledge and understanding of their responsibility to safeguard children. Staff are recruited in accordance with safer recruitment guidelines. The arrangements for safeguarding are effective.

Quality of teaching, learning and assessment is good

Staff get to know children very quickly when they start in the setting. Staff take time to gain a wealth of information from parents about what their children already know and can do. Staff then build on this information as they carefully observe children during their play and learning. They then plan activities and a stimulating environment which excite children and motivate them to learn. Staff nurture children's love of books and their literacy skills are developing well. Children eagerly join in with repeated phrases and anticipate what will happen next during fun and interactive story sessions. Children have uninterrupted time to play and learn. They give meaning to the marks they make as they draw and paint indoors and outdoors. Children who speak English as an additional language are extremely well supported. All staff learn and use basic words in the children's first language alongside English. This fully supports staff to understand what children are saying and they look at books and use numbers spontaneously in their play.

Personal development, behaviour and welfare are good

Staff warmly welcome children and their parents as they arrive at the setting. Children are happy, confident and eager to settle straight into their play and activities. Children develop physical skills through the wide range of activities provided. For example, they hold pencils using a good grip and use one-handed tools with developing control. Children listen and respond to music as they sing and move around the room, developing their physical skills while having fun. Routines are well established and children behave well and know what is expected of them. Staff make the most of opportunities to develop children's independence and encourage them to carry out small tasks for themselves.

Outcomes for children are good

Tracking and monitoring of children's progress and development are effective. All children are progressing well towards the early learning goals. Children are motivated, they concentrate for sustained periods of time and play happily with their friends. They are developing the key skills they need for the next stage in their learning, including the move on to school.

Setting details

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|------------------------------------|---|
| Unique reference number | EY444943 |
| Local authority | North Yorkshire |
| Inspection number | 1027921 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 4 |
| Total number of places | 34 |
| Number of children on roll | 29 |
| Name of provider | Gail Storey |
| Date of previous inspection | 24 September 2012 |
| Telephone number | 07979944954 |

Madhatters was registered in 2012. The nursery employs seven members of childcare staff. All hold appropriate early years qualifications at levels 2 and 3. The nursery opens Monday to Friday all year round, except bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for three- and four-year-old children.

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